DOCUMENT RESUME

ED 257 087 CS 208 916

TITLE Standards of Learning Objectives for Virginia Public Schools: Theatre Arts, Oral Communication, Journalism.
INSTITUTION Virginia State Dept. of Education, Richmond.
PUB DATE Feb 85
NOTE 17p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Behavioral Objectives; Curriculum Development; Elementary Secondary Education; *Journalism; *Speech Communication; Speech Curriculum; State Standards; *Theater Arts

ABSTRACT

The Standards of Learning Objectives for Virginia Public Schools in the areas of theatre arts, oral communication, and journalism explicitly stated in this guide reflect the scope and depth of these elective subjects and identify some appropriate ends for instruction. The guide outlines the program goals, objectives, guidelines, and SOL objectives for programs in the three subject areas. For theatre arts, the SOL objectives are subdivided into categories of human growth and development, theatre concepts and skills, and interdisciplinary relationships. In the area of oral communication, the SOL objectives are arranged under the headings of communication theory, preparation, performance, and analysis and evaluation. Sixteen SOL objectives are listed for the journalism program. (DF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED257087

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ELECTIVE COURSES

Standards of Learning Objectives

for Virginia Public Schools

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Harry L. Smith
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Commonwealth of Virginia
Department of Education
Richmond, Va. 23216

February 1985

THEATRE
ORAL COMMUNICATION
JOURNALISM

CS208916

DEPARTMENT OF EDUCATION STAFF

S. John Davis
Superintendent of Public Instruction

Numa P. Bradner
Division of Humanities
and Secondary Administration

J. Kenneth Bradford
Associate Director
English Language Arts/Reading

Frank Fuller, Jr.
Supervisor of English,
Theatre, and Speech

Judith S. Self
Supervisor of English
and Secondary Reading
Radford Office

Helen M. Kelley
Supervisor
English Language Arts

LaVerne B. Smith
Supervisor
Reading/Language Arts

Elizabeth B. Snell
Supervisor
Reading/Language Arts

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

Certain elective courses are offered in most Virginia schools and are an important part of the total educational programs of our schools. Since an elective course consumes the same amount of time and energy as a required course, it is obvious that these courses need the same careful planning and design that required courses need.

The Standards of Learning goals and objectives for theatre arts, oral communication, and journalism reflect the scope and the depth of these elective subjects and identify some appropriate ends for instruction. The means for attaining these suggested ends are left to local administrators and teachers. As in the case of the objectives published for required courses, the material included in this publication is provided to encourage creative planning at the local level and to enhance local curriculum planning, rather than to replace or inhibit it.

Department of Education staff members are ready to assist you as you use the enclosed goals and objectives as a starting point for your planning.

S. John Davis

SUMMER WORKSHOP PARTICIPANTS

Theatre Arts
Oral Communication
Journalism
1984

NAME	POSITION	COUNTY, CITY, TOWN
Edrie H. Bays	Classroom Teacher	Roanoke County
Robert E. Frank	Classroom Teacher	Chesapeake City
Roy A. Maiden, Jr.	Classroom Teacher	Fairfax County
Shelley Murray	Classroom Teacher	Augusta County
Joyce S. Spencer	Classroom Teacher	Newport News City

Groups of teachers in the following school divisions reviewed these objectives and contributed to their completion:

Chesterfield County
Fairfax County
Henrico County
Lynchburg City
Wise County
Virginia Beach City

INTRODUCTION

The Standards of Learning (SOL) objectives for theatre arts, oral communication, and journalism are both comprehensive and challenging. Many of Virginia's brightest and best students are enrolled in these courses; and they deserve nothing less than carefully planned, systematic instruction.

The suggested goals and guidelines establish the broad scope of the subject areas under consideration. Descriptive statements highlight important content and essential concepts for these courses.

As in earlier SOL materials for required courses, the intent here is to establish a framework which does the following: defines the foundation upon which a sound curriculum may be built, indicates a possible scope and sequence for instruction, suggests instructional ends rather than means, and capitalizes on the strengths of programs now existing in local school divisions.

The SOL objectives for theatre arts, oral communication, and journalism are intended to nurture Virginia's present diversity in these courses and to help local planners ensure that in the midst of diversity there are both consistency of quality and an opportunity for every student to excel.

THEATRE ARTS

A comprehensive theatre arts program should be designed to contribute to aesthetic education in the school and community. Those involved in the theatre program should encourage, initiate, and support interdisciplinary arts activities. They should gladly share their art with other teachers and students. At the same time, the art of theatre should be practiced for its own sake and for the revealing discoveries it helps one make about one's self and others.

Multiple courses in theatre arts are appropriate for a wide range of students and should be designed for all students interested in theatre either as a possible career or as an avocation.

Program Goals

Facilitate Human Growth and Development	Teach Theatre	Motivate and Extend Learning in Other Content Areas

Program Objectives

Theatre in public education should help the student:

Improve communication skills;
Develop an appreciation for the actor's craft;
Participate in theatrical performance;
Understand the roles of the theatrical production staff;
Understand that the theatre is a reflection of life;
Experience and respond to a wide range of dramatic literature;
Demonstrate increasing knowledge of the historical evolution of theatre;
Demonstrate increasing personal maturity and artistic discipline;
Use theatre skills and procedures as a means for learning or experiencing other subjects.

Guidelines

To achieve the preceding goals and objectives, the following conditions or experiences are recommended:

Theatre experiences and study should be made available to all students.

Theatre study should include classroom, performance, and production experiences.

Safety instruction and safety awareness should be an important part of all theatre courses and activities.

Unencumbered rehearsal and performance facilities should be available as needed.

Theatre should be studied and enjoyed as an art.

Theatre should be used to enhance other educational programs in the school.

Theatre students and teachers should be encouraged to attend enrichment activities.

SOL OBJECTIVES - THEATRE ARTS

Human Growth and Development

TA.1. **The student will demonstrate self-respect, respect for others, and respect for property.**
Descriptive Statement: "Respect for property" includes care of stage properties, costumes, equipment, and facilities.

TA.2. **The student will demonstrate teamwork, cooperation, and dependability while participating in selected theatre experiences.**
Descriptive Statement: These experiences may include individual performances, group productions, classroom projects, etc.

TA.3. **The student will give and receive constructive criticism appropriately.**
Descriptive Statement: Students need to develop enough objectivity to discuss their performances, projects, plans, or ideas without feeling that they are under attack. Analyses and critiques should be seen as opportunities for learning.

Theatre Concepts and Skills

TA.4. **The student will identify and trace major stylistic movements in selected historical periods.**
Descriptive Statement: Movements such as realism, romanticism, and absurdism, and historical periods such as Greek, Roman, English Renaissance, contemporary, and modern might be among those studied.

TA.5. **The student will read and analyze selected dramatic literature and demonstrate informed responses to those plays.**
Descriptive Statement: Responses might be written, oral, or visual--e.g., a pantomime or an appropriate costume or scenic design project.

TA.6. **The student will view and analyze live theatre and demonstrate informed responses to those events.**
Descriptive Statement: These responses should address the literary, acting, and production aspects of theatre.

TA.7. **The student will demonstrate acting skills and techniques.**
Descriptive Statement: The actor's skills include vocal variety, gestures, movement, memorization, pacing, etc.; the term techniques refers to methods for controlling and using those skills.

TA.8. **The student will participate in theatre games and improvisations.**
Descriptive Statement: These exercises may include (but need not be limited to) awareness and warm-up routines, solo characterizations, characters in conflict, transformations, experiments in rhythm and imagery, and playwriting experiments.

TA.9. **The student will learn principles of directing.**
Descriptive Statement: These principles address topics such as play selection, script analysis, casting techniques, and rehearsal and staging procedures.

TA.10. **The student will explore principles of technical theatre.**
Descriptive Statement: Areas to be explored should include lighting, set design and construction, costuming, makeup, properties, and sound.

TA.11. **The student will explore principles of theatre management.**
Descriptive Statement: Box office, publicity, house, tickets, and concessions are typical areas of management.

TA.12. **The student will demonstrate skill in communicating concepts and information learned by studying this art form (theatre).**
Descriptive Statement: Appropriate communications may be oral (individual reports or group presentations), written (library, research, or opinion papers), or visual (design or research projects). Subjects may include theatre history, directing, drama theory or criticism, and similar topics.

Interdisciplinary Relationships

TA.13. **The student will explain how theatre is both similar to and different from other literary genres and other art forms.**
Descriptive Statement: The student's explanation may occur in any of several forms; for example, it might be made through a research paper or through an interview or conference with the teacher. Understanding of the concepts involved may be demonstrated by adapting one art form to another form, as in the conversion of a short story or poem to a script, or the interpretation of a painting or music through the creation of a dramatic scene, theatrical dance, or panto mime. When the student chooses to do an adaptation, a written or oral commentary explaining how the differences and similarities influenced the adaptation process should be part of the assignment.

TA.14. **The student will explain how he/she has applied skills and concepts learned in other classes or other school activities to his/her work in theatre arts.**
Descriptive Statement: The student may keep a journal or a list of occasions when such applications occurred or may write a paper or describe in an oral report how such applications occurred during the theatre course.

TA.15. **The student will explain how he/she has applied concepts and skills learned in theatre arts to other school or life activities.**
Descriptive Statement: The student may keep a journal or a list of occasions when such applications occurred or may write a paper or describe in an oral report how and where such applications have occurred.

An Operational Definition of Terms

Theatre is almost always a public event requiring performers and a play or scenario performed before an audience.

Drama is a term which may simply mean "dramatic literature." The term drama also refers to a process, like creative dramatics or drama therapy, which may be complete without an audience. Drama is often a private experience; theatre is usually a public event.

ORAL COMMUNICATION

Oral communication is the complex process of generating, transmitting, receiving, and evaluating ideas and feelings through interpersonal communication, oral interpretation, group discussion, public speaking, and debate.

Program Goals

Cultivate Personal Growth & Development	Develop Oral Communication Skills	Promote the Application of Oral Communication Skills to Other Academic Disciplines and to Life Experiences

Program Objectives

Oral communication in public education should help the student:

Develop analytical/critical thinking;
View situations and ideas objectively;
Develop critical listening skills;
Demonstrate skills in preparing and making oral presentations;
Participate in various forms of oral communication;
Appreciate the art and skill involved in oral presentation;
Develop poise and confidence.

Guidelines

To achieve the preceding goals and objectives, the following conditions or experiences are recommended:

All students should be encouraged to study oral communication.

The study of oral communication should include classroom performance and critical analysis.

The study of oral communication should provide means for informed self-evaluation.

The study of oral communication should provide opportunities to observe and to analyze the speaking and the oral reading of others.

The study of oral communication should include the use of models for the specific objectives being taught.

The study of oral communication should be supplemented by strong co-curricular forensics and debate programs.

SOL OBJECTIVES - ORAL COMMUNICATION

These SOL experiences for oral communication are intended for use with a variety of oral communication forms. Recommended forms include interpersonal communication, oral interpretation, group discussion, public speaking, and debate.

Communication Theory

OC.1. **The student will explain the process of oral communication.**
Descriptive Statement: This process, regardless of the form of communication or the specific theory used, includes the elements of sender, channel or medium, environment, receiver, message, and feedback.

Preparation

OC.2. **The student will select topics/readings for presentation.**
Descriptive Statement: Selections should be appropriate for the speaking situation: the speaker, purpose, audience, and occasion.

OC.3. **The student will demonstrate skills needed to gather and use appropriate information and/or materials.**
Descriptive Statement: Skills may include the selection of excerpts from literature, the use of library resources, the use of human/community resources, and the use of audio-visual resources.

OC.4. **The student will organize his/her ideas and materials for presentation.**
Descriptive Statement: Organization includes categorizing and arranging material to reveal logical relationships between parts.

OC.5. **The student will demonstrate the ability to develop ideas in oral presentations.**
Descriptive Statement: Idea development includes the sufficient use of a variety of supporting details such as examples, descriptions, explanations, analogies or comparisons (detailed examples), and testimonies.

OC.6. **The student will select appropriate language for oral presentations.**
Descriptive Statement: Language selection includes appropriate word choice, style, and tone for the speaking situation.

Performance

OC.7. **The student will perform various forms of oral communication.**
Descriptive Statement: These forms may include the following: interpersonal communication--conversing, telephoning, interviewing; oral interpretation; group discussion--small and large group; public speaking--informative, persuasive, and ceremonial; and debate and argumentation.

OC.8. **The student will demonstrate appropriate delivery techniques.**
Descriptive Statement: Delivery techniques require physical skills--gestures, facial expressions, movement, and eye contact; and vocal skills--volume, rate, pitch, quality, pronunciation, and articulation. For speech presentations, the teacher should assign impromptu, extemporaneous, manuscript, and memorized delivery styles.

Analysis and Evaluation

OC.9. **The student will analyze and evaluate various oral presentations.**
Descriptive Statement: Analysis includes consideration of every aspect of the preceding preparation and performance strands; evaluation implies the application of judgment.

JOURNALISM

Program Goals

Develop Understanding of How Mass Media Function in Society	Teach Journalism Skills	Show How Journalism Skills Can be Used in Other Content Areas	Help Students Become More Effective Communicators

Program Objectives

Journalism education should help the student:

Develop, evaluate, and use a variety of journalistic techniques;
Produce journalism materials of high quality;
Understand laws and ethical issues that affect journalists;
Understand the history of the professional and student press;
Learn about career opportunities in journalism.

Guidelines

To achieve the preceding goals and objectives, the following conditions or experiences are recommended:

Students should have access to nationally recognized publications from both the student press and the professional press.

Emphasis should be placed on evaluating the quality of a variety of media.

Students should receive instruction in the history, theory, and ethics of journalism.

Students should develop and use a variety of journalism skills and theories. When possible, some form of finished product should be created.

If a marketable product is produced (a yearbook, magazine, or newspaper), it should be evaluated by a rating service outside the school (e.g., the Virginia High School League Publications Services, Columbia Scholastic Press Association, Quill and Scroll, National Scholastic Press Association, American Scholastic Press Association).

SOL OBJECTIVES - JOURNALISM

J.1. **The student will demonstrate proficiency in a variety of journalistic writing.**
Descriptive Statement: This writing may include feature articles, sports, news, headlines, captions, editorials, commentaries, yearbook copy, etc.

J.2. **The student will explain or demonstrate how writing for electronic media differs from writing for print media.**
Descriptive Statement: Electronic media include radio, television, and film. Print media include (but need not be limited to) different kinds of newspapers and magazines. The student's explanation may occur in any of several forms such as a research paper, an interview or conference with the teacher, or involvement in a carefully planned symposium or panel discussion.

J.3. **The student will describe or demonstrate good design techniques.**
Descriptive Statement: The techniques may be for advertisements, newspapers, magazines, yearbooks, etc.

J.4. **The student will participate in planning the content and tone of a publication or broadcast.**
Descriptive Statement: This participation may or may not result in a finished product; focus should be on the planning process and the learning which occurs during that process.

J.5. **The student will evaluate journalistic products.**
Descriptive Statement: These include his/her own work, the work of fellow students, and the work of other staffs in both the professional and student media.

J.6. **The student will demonstrate proficiency in interviewing.**
Descriptive Statement: This process includes interviews necessary for gathering news, interviews for features, interviews for television and radio broadcasts, etc.

J.7. **The student will write articles based on research.**
Descriptive Statement: These articles may be based on library research, interviewing, student polls, published surveys, and/or consumer reports.

J.8. **The student will demonstrate proficiency in editing.**
Descriptive Statement: A clear distinction should be made between editing and proofreading. Editing requires evaluating the whole message and making adjustments according to the intended audience and purpose. Proofreading addresses only part of the whole--mechanics such as punctuation, capitalization, etc., and syntax. If possible, the editing used to reach this objective should include both print and broadcast media.

J.9. **The student will correctly use copyreaders' and proofreaders' symbols.**
Descriptive Statement: This objective requires a knowledge of acceptable mechanics and grammar and efficiency in communicating what one knows about the mechanics of good writing. Proofreading and copyreading symbols differ slightly in various style manuals and handbooks; all students in the class should use the same list of symbols.

J.10. **The student will demonstrate familiarity with photography and the uses of photography in journalism.**
Descriptive Statement: The extent of involvement will be heavily influenced by the amount and kinds of equipment available. As a minimum, students should know how photos are taken, developed, and transmitted, and should be involved in discussions of the impact of photo images in journalism.

J.11. **The student will explain or demonstrate business management procedures relevant to journalism.**
Descriptive Statement: Appropriate business procedures such as budget planning, accounting, office management, advertising, bulk mailing, computer use, etc., may be included. This objective provides opportunities for collaboration with the Business Department in schools where business courses are taught; in other schools, greater reliance may be placed on simulations or on the circulation and/or distribution of school publications.

J.12 **The student will analyze attitudes and biases of writers and broadcasters.**
Descriptive Statement: A study of professional publications and broadcasters is recommended.

J.13. **The student will indicate a familiarity with the terms, laws, ethics and history of journalism.**
Descriptive Statement: This process should include a study of the journalism, commentaries, or reminiscences of some famous journalists.

J.14. **The student will demonstrate application of journalistic skills to his/her work in other classes.**
Descriptive Statement: Examples might include in a social studies class, a letter to the editor; in an art class, a layout design for a literary magazine or a newsletter; in an English class, a theme that has used the inverted pyramid style of organization.

J.15. **The student will demonstrate or explain how journalism assignments have required the use of skills he has learned in other classes.**
Descriptive Statement: Examples might include typing or word processing learned in business classes, graphic design from classes in art, use of current events information from social studies classes, etc.

J.16. **The student will describe some of the uses of computers in journalism.**
Descriptive Statement: This objective provides an opportunity for collaboration with computer courses in schools where such courses are taught. The objective may also stimulate contact with newspapers where computers are used in typesetting, circulation and distribution, editing, etc. In the absence of an appropriate available newspaper, greater emphasis will need to be placed on reading, research, and discussion.